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ABSTRACT

One hundred fifty academic libraries were surveyed to determine if professorial note photocopying services were a factor in any decline in use of reserve by faculty at their institutions. Eighty-six responses were received. While they did not feel that use of library reserve services were being jeopardized, respondents indicated a number of concerns about professorial note photocopying services. Some of the other most common reasons for the decrease in the use of reserve facilities cited by the respondents were the existence of new campus copying facilities; library concerns about copyright infringement; curriculum change; complaints about the costs, inefficiencies, and limitations of the reserve process; reduction in student enrollment; departmental reading collections; and the lack of publicity about reserve availability. Academic librarians may wish to acknowledge the possible attenuating effect of professorial note copying services on their operations. (A copy of the questionnaire is attached.) (Author/MAB)

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IS RESERVE A JEOPARDIZED SERVICE IN ACADEMIC LIBRARIES?

A Position Paper

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ABSTRACT

One hundred fifty academic libraries were surveyed to determine if professorial note photocopying services were a factor in any decline in use of reserve by faculty at their institutions. Eighty-six responses were received. While not entirely jeopardizing reserve, respondents indicated a number of concerns regarding professorial note photocopying services. Academic librarians may wish to acknowledge the possible attenuating effect of this external agency on their operations.

From 1980 to 1987, faculty use of reserve services at the University of Denver Penrose Library showed a steady and persistent decline. During that period, the major causes for the decline were considered to be a decrease in enrollment and a decrease in courses offered. However, even after enrollment stabilized and program changes took hold, the decline in reserve use continued.

The library staff made attempts to identify other causes of decline. A student assistant in the library suggested that a commercial copy center offering a professorial photocopy service might be one reason for the decline. Therefore, the Penrose staff secured a list of courses for which the copy center had assembled packets of photocopies for three quarters. The staff found that material was being assembled and offered for sale at the copy center for an average of sixty courses per quarter.

As reference librarians saw students carrying packets of reading material which had been duplicated at commercial copying centers, they asked the students if they could examine the packets. After looking over the duplicated reading material, the staff said that usually faculty would have placed this type of material on reserve -- material such as periodical articles and whole chapters of books.

The staff queried the students about their satisfaction with the photocopied product. The students unanimously praised the convenience of the product, but they criticized the quality of some of the photocopies, and they mentioned their problems in identifying certain items for bibliographies. The reference staff said that an evolution was taking place and only very late had they realized it was happening.

In the mid to late seventies, faculty on our campus began placing large amounts of photocopied reading material on reserve. The library staff conscientiously enforced copyright guidelines and limitations on amounts and types of material accepted for reserve. Were faculty dissatisfied with textbooks or with their soaring costs? Were they creating their own textbooks? Student evaluations of courses at that time were often critical of the textbooks used in classes.[1] The problem of dull and poorly written textbooks was recognized by academics elsewhere, particularly by the author of a very successful psychology textbook.[2]

Whatever their reasons, faculty continued to assign the use of photocopied reading material to their students. However, from 1981 to 1987, the faculty at the University of Denver had significantly decreased the number of items they wished placed on reserve.

The question arises: Were other academic libraries experiencing a decline in reserve use that might be partially attributable to commercial copy centers?

In an effort to investigate a possible impact and to gain a sense of concern regarding this issue in the academic library community, I sent questionnaires to 155 academic libraries at American universities. Each questionnaire was addressed to the Head of Public Service in those libraries. The title of the person filling out the questionnaire was requested. I sent 84 questionnaires to ARL libraries and received 42 responses. I sent 71 questionnaires to ACRL libraries and received 44 responses. Of the 155 questionnaires that I mailed to university libraries, I received a total of 86 responses, a 55.5 percent return.

Part I of the Reserve Use Questionnaire asked for reserve circulation statistics including amount and type of material placed on reserve as well as the number of faculty using reserve services for their classes. Part II asked for the respondent's opinion regarding the percentage of faculty that might be using commercial copy centers, the percentage of schools or departments using copy centers and the academic areas involved. One question asked what circumstances on the respondent's campus may have led to a decrease in reserve use. The last question asked if academic libraries should be concerned about the use by

faculty of the copy center alternative to the traditional library reserve system and invited comments.

The statistics reported on the questionnaires show inconsistencies in library practices in the way reserve statistics were kept. For example, not every library separated reserve circulation from their regular stack circulation. Some libraries were unable or unwilling to supply reserve circulation figures for four years. A few cited as a reason a change-over to an automated system during this time. Because the data was inconsistent, I believed that a statistical study was inappropriate, and I decided to present the information in a less formal manner.

One part of the questionnaire concerned only a four-year period, from 1983 to 1987. A total of 26 libraries showed some decrease in reserve circulation for each of the requested four years. Forty-four libraries had experienced a mixed, up and down, reserve circulation over the four-year period, while five libraries had had a rise in reserve use each of the four years. For the four-year period, 41 libraries kept a record of the number of photocopies they placed on reserve. A total of 21 libraries kept track of the number of faculty placing material on reserve, and of this group, several supplied incomplete figures. Generally the libraries polled kept this statistic by lists processed or by courses.

Part II asked if the librarians were aware of faculty members who directed their students to purchase photocopies at copy centers instead of arranging for circulating copies at the library. Two-thirds of the respondents were aware that faculty on their campuses had used a such a service. Responses ran 64 yes and 21 no. If the respondents were aware that faculty were using copy centers to provide reserve type of material to their students, the respondents were to provide an estimate of the number of faculty doing so.

Twenty-four respondents said that less than 10 percent of the faculty were doing so, 21 did not know, 12 noted that from 10 to 25 percent were, and 6 estimated that 25 to 50 percent were using copy centers instead of library reserve services. Twenty-eight of the respondents said that only some departments or schools used copy centers, 19 did not know, 16 reported very few, and four respondents reported the majority of departments or schools used copy centers to provide reserve type of material to students on their campus. The social sciences were reported to be the major consumers. Most respondents reported that both graduate and undergraduate units made use of copy centers.

Part II also asked for the respondents' opinions on what conditions may have led to a recent decrease in the use of reserve facilities on their campuses. Eight reasons were

listed on the questionnaire with room left for the respondents to specify others. The respondents were asked to check any that might apply. The most frequent reason checked was new or updated on or off campus copying facilities. This was followed by library concerns regarding copyright guidelines. Curriculum change was the next most checked reason followed by complaints about the library's reserve process, the amount of material faculty could place on reserve, fewer students, departmental reading collections, and last, university concerns about copyright.

Respondents mentioned other reasons for the decline in using reserve services:

1. Reduced hours of service
2. Reduction in seating capacity
3. The use of more paperbacks for classes
4. Library charges to departments for setting up reserve materials
5. A greater reliance on required textbooks
6. The library's refusal to place on reserve certain types of material such as lecture notes, homework solutions, and test answers
7. A lack of publicity regarding the availability of the reserve service.

Decline, when it happens, appears to occur for multifaceted reasons.

Ernest L. Boyer speaks of the need to "reform the reserve book system."[3] A recent paper looking at reserve

use and student grades suggested that librarians and teaching faculty "work together to identify and evaluate the reasons for having a reserve system."[4] E. Gordon Gee and Patricia Senn Breivik suggest that faculty need to be encouraged to move beyond the reserve-lecture-textbook approach of instruction to become facilitators of learning and help students make use of the wide range of materials available in and through libraries.[5]

As academic librarians, our concerns about the limitations that a prescribed group of readings may have on the educational process are justified. Our concerns about charging students for another item of information and our concerns about the inability of a library to compete with a commercial copy center are reasonable. Our concerns about possible copyright infringement and surprise over faculty unconcerns in this area are reasonable. Our concerns about articles with the authors' names missing and citations obliterated are reasonable. Academic librarians have spent a lot of time explaining to students that citing an item correctly is not a fancy bibliographic frill, but a necessity of sound scholarship.

Library users are like other consumers: they are willing to seek and use alternatives. Photocopied anthologies of reserve material appear to be in wide use and are on sale at campus bookstores and in commercial copy

centers. Is it time for librarians to admit that the life cycle of the reserve "product" is ending? In general the respondents to the survey indicated that librarians should not be concerned about faculty use of commercial copy facilities to provide reserve types of services. Moreover, given the difficulties of administering a reserve collection, the respondents registered a certain amount of relief that alternatives to reserve were being developed.

Have historical library concerns about reserve and a variety of library regulations regarding its use had an unintended effect? Has an external agency moved some of our faculty and some of our students away from the library? While not entirely jeopardized, reserve service does appear to be changing. Academic librarians may wish to acknowledge that such changes may have possible attenuating effects on public services.

Part I

Reserve Use Questionnaire
From the University of Denver

Reserve Use Questionnnaire

1. Total CIRCULATION of all material placed on reserve:

Academic Year 1983-1984 (12 months)	Academic Year 1984-1985 (12 months)	Academic Year 1985-1986 (12 months)	Academic Year 1986-1987 (12 months)
_____	_____	_____	_____

2. Number of ITEMS placed on reserve by faculty:

	Academic Year 1983-1984 (12 months)	Academic Year 1984-1985 (12 months)	Academic Year 1985-1986 (12 months)	Academic Year 1986-1987 (12 months)
a. Book Material	_____	_____	_____	_____
b. Photocopied Material	_____	_____	_____	_____

Please Note: photocopied material includes: (a) library-owned material copied at the request of faculty, and (b) personal photocopies which may or may not be copies of library-owned material. Not all libraries count photocopies separately. If you do not, leave blank, but please provide total number of items placed on reserve by faculty in 2a.

3. Total number of FACULTY placing material on reserve (please indicate NA if you do not keep this statistic):

Academic Year 1983-1984 (12 months)	Academic Year 1984-1985 (12 months)	Academic Year 1985-1986 (12 months)	Academic Year 1986-1987 (12 months)
_____	_____	_____	_____

Reserve Use Questionnaire
from the University of Denver

4. Are you aware of any faculty members on your campus who direct their students to purchase packaged photocopies at copy-centers instead of arranging for circulating copies at the library?

yes _____ no _____

If you answered NO to question No. 4, please go to question No. 6.
If you answered **YES** to No. 4, please go to question **No. 5**.

5. If you are aware that faculty are using copy-centers to provide reserve type of material to their students, please answer the following:

a) Please mark below the statement that most accurately reflects your estimate of the percentage of faculty members using a copy-center?

Less than 10% of the faculty _____
Between 10% and 25% of the faculty _____
Between 25% and 50% of the faculty _____
Over 50% of the faculty _____
Not known _____

b) The use of copy-centers to provide reserve-type material to students is thought to be carried out by:

The majority of departments/schools _____
Some departments/schools _____
Very few departments/schools _____
Not known _____

c) The heaviest users of copy-centers are thought to be (please check ONE):

Social sciences _____
Humanities _____
Professional schools _____
Not known _____
Specialized or non-traditional programs _____
Sciences _____

d) These units are (check all that apply):

graduate _____ undergraduate _____ both _____

Reserve Use Questionnaire
from the University of Denver

6. Many circumstances can increase or decrease use of reserve facilities in academic libraries. What factors, if any, have recently decreased use of yours? Please check any you <u>think</u> apply.

_____ More stringent library regulations regarding the amount and types of materials faculty may place on reserve.

_____ Curriculum changes

_____ Library concerns over copyright infringement

_____ University concerns over copyright infringement

_____ Fewer students and courses

_____ Complaints that the Library's reserve process is inefficient for students and time consuming for faculty, etc.

_____ Greater use of department reading rooms and convenience collections

_____ New or upgraded on or off-campus copy-center facilities

_____ Other (please specify)

7. Should academic libraries be concerned about the use by faculty of the copy-center alternative to the traditional library reserve system?

yes _____ no _____

If you have checked <u>YES</u>, please discuss some of your concerns:(use the back of Part I if you need more space)

8. Title of person filling out questionnaire:

_____

<u>PLEASE RETURN</u> BY March 25, 1988 TO: Patricia A. Fisher
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